DOCUMENT RESUME

ED 198 290 CE 027 939

AUTHOR	Miguel, Richard J.
TITLE	Youth in the Workplace. The Dynamics of Learner Needs and Work Roles. Summary.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
BUREAU NO	712553
PUB DATE	80
CONTRACT	NIE-G-80-0115
NOTE	45p.; For related documents see CE 027 940-943, ED 171 987-989, ED 173 562-563, ED 185 323-326, ED 185 408, ED 186 626, and ED 186 715.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Education; *Classification; *Education Work Relationship; *Employer Attitudes; *Experiential Learning; Occupational Information; Personality; Program Design; Questionnaires; *Role Perception; Student Attitudes; Student Characteristics; *Student Needs; Test Construction; Values; Work Attitudes

ABSTRACT

A two-year study addressed the problem of developing a typology of experiential education programs theoretically based and empirically tested that could guide systematic research on questions fundamental to workplace-based experiential education programs. The research question focused on was, "Can experiential education programs be classified according to the relationship existing between workplace role expectations and learner needs and dispositions?" The first year was a qualitative phase for collecting data. Interviews were conducted with students, program coordinators, and employers associated with eighteen programs in four different states. Data analysis consisted of four steps. First, nine program characteristics were identified as indicators of the normative (referring to work organizations, their roles, their expectations) and personalistic (referring to experiential learners, their personalities, their needs and dispositions) dimensions. Next, interview data were categorized for all programs. Then data were converted to quantitative values to show the proportional relationship. Finally, results were displayed graphically to reveal the clustering of program types. In phase 2--the quantitative phase--students, program staff, and employers involved in thirty-one programs in Ohio, Florida, Iowa, Arizona, California, and Oregon were selected as the sample for completing the instrument which gathered information on the nine program characteristics. Results were the determination of the normative-personalistic proportions for each of the programs and the resultant classification schema. Five recommendations were made. (The revised instrument is appended.) (YLB)

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ED198290

YOUTH IN THE WORKPLACE

The Dynamics of Learner Needs and Work Roles

Summary

by

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1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FUNDING INFORMATION

Project Title:	Learning-in-Work
Contract Number:	NIE-G-80-0115, P-4
Project Number:	712553
Education Act under Which the Funds were Administered:	P.L. 92-318
Source of Contract:	U.S. Department of Education National Institute of Education Washington, DC
Project Officer:	Ronald B. Bucknam
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio
Executive Director:	Robert E. Taylor
Project Director:	Richard J. Miguel
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CONTENTS

FOREWORD v

INTRODUCTION 1

PROBLEM 2

THEORETICAL BACKGROUND 3

ANTICIPATED CONTRIBUTION 5

OBJECTIVES 6

METHOD AND RESULTS 6

- Review of Phase 1 6
- Descriptions of Program Types 7
  - Normative Characteristics 7
  - Personalistic Characteristics 8
  - Transactional Characteristics 9
- Sample and Instrumentation for Phase II 9
- Comparison of Phases I and II 10
- Results of NP Scores by Program Characteristics 15
- Results of Individual NP Scores for Students 16
- Comparing Students with Coordinators and Employers . . . 16
- Related Variables 17

CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH WITH IMPLICATIONS FOR POLICY 17

PRACTICAL APPLICATIONS 22

NEXT STEPS 23

APPENDIX A - PROGRAM DESCRIPTIONS 25

APPENDIX B - REVISED INSTRUMENT 35

REFERENCE CITED 43

FOREWORD

Many educational programs have been developed to assist youth in their transitions from school to work. These out-of-school academic and vocational learning enterprises enable learners to acquire knowledge skills and attitudes for their participation in a variety of life roles. One learning site utilized by experiential learners is the workplace. It is there that the special interactions of the workplace norms with the needs and dispositions of learners have the potential for creating a wide variety of experiential programs.

This document summarizes the results of an exploratory study designed to create a typology of programs based on the normative and personalistic dimensions of experiential education. This preliminary typology is unique in that it represents a breakthrough in providing researchers a classification system theoretically based and empirically tested. It also provides further understanding of the dynamics of the work-centered and person-centered dimensions of programs and their effects on learner outcomes.

Jacob W. Getzels, Professor of Education and Behavioral Sciences, University of Chicago, served as consulting scholar for the study. His guidance and support in assisting the staff in interpreting his theoretical constructs and applying them to the study are greatly appreciated. Appreciation is also expressed to the National Institute of Education for sponsoring the study and to Ronald B. Bucknam of Home, Community, and Work Group of the Teaching and Learning Division of the National Institute of Education, who served as Project Officer. We are grateful to the following individuals who provided insightful critiques of this study: Henrietta Schwartz, Dean of the College of Education, Roosevelt University; Joseph Grannis, Professor of Education, Teachers College, Columbia University; and Catherine Fitch, Senior Program Associate, the National Center for Research in Vocational Education.

Finally, we wish to thank all the individuals associated with the programs who provided the staff interviewers with time and materials. Over the two-year period students, staff, and employers of sixty-two experiential programs in eight states have graciously given their time and advice. Only limited space precludes our mentioning everyone by name, but we are sincerely grateful for the contributions each has made to this research effort.

Recognition is due Richard Miguel for directing the study, designing the instrument, and preparing this report; Lester Jipp, Research Specialist, for his assistance on the technical report and for coordinating data collection and preparation; Louise Wasson, Graduate Research Associate, for her assistance in the design and data collection phases and for allowing us to use items from her study as related variables for this study; Jeanette McConaughy for editing the report; and Jackie Masters for coordinating technical production of the report.

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Executive Director
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in Vocational Education

INTRODUCTION

Increasingly over the years, the education sector and society at large have been attempting to expand the "formal" educational environment beyond schooling to include other aspects of the community, especially work settings. Much of this effort has recently come to be known as experiential education--a term used to differentiate it from the learning that takes place in the classroom. Programs that can be referred to as experiential education are as follows: experience-based career education, cooperative education, the CETA youth employment and training programs, action learning, apprenticeship, clinical experiences, supervised external study, field experience, educational practice, work experience education, work-study, external degree programs, internship, and others.

In spite of these many varied types of experiential programs, the term experiential education is not self-denoting. Since all education is acquired through experience in one form or another, it is only when experiential education is applied to a particular area of educational pursuit that the term assumes special meaning. The particular kind of experiential education of concern here is planned educational experience in workplaces--including both academic and vocational programs. When individuals enter work environments for the purpose of developing knowledge and skills, for enhancing career possibilities through observing and performing work experiences, or for improving career decision making skills through studying the social context of work, they are learning experientially. Hence, for this research effort,

> Experiential education means planned educational experiences designed to enable learners to acquire attitudes, skills, and knowledge by observing, studying, and performing work and other life roles in the actual environments where those roles normally occur. (Miguel 1979, p. 1)

The various programmatic forms of experiential education involve representatives from business, labor, education, and community organizations. While all are enthusiastic about experiential education, many agree that the time has come for systematic investigation. Currently, the experiential education

field is surfeited with opinion-type information. However, common, fundamental knowledge about experiential education is only just beginning to be shared across program types despite the need for and interest in such information.

Generally, those in the field would like to know more about the effects of experiential education, how it can be planned and better implemented to improve the impact of the programs, and what content and processes will achieve program objectives for particular target populations. Additionally, they need to know how experiential strategies can be directed toward growth and learning in different areas such as personal, social, and career development. Because experiential education operates in an expanded educational environment outside the schools, more needs to be known about what can be learned in work settings, how institutions can effectively participate to achieve program purposes, and how they can collaborate to attain complementary goals. More also needs to be known about the new roles and relationships created by experiential education and the dynamics of learning within both school and workplace arrangements. Other areas for investigation are the factors within the entire area of experiential education that enhance or hinder the success of the programs. While there is considerable testimony that programs are successful, more needs to be known about what elements of experiential education lead to quality programs.

The areas in which there seems to be considerable interest, but not systematic knowledge, are three-fold: (1) the individual learners and how to conceptualize and implement experiential learning to maximize benefits for them; (2) the institutions, both formal and informal, that constitute, create, and affect the learning environments; and (3) the relationships existing between the learners and the various institutions that effect quality experiential education.

PROBLEM

The problem addressed by this study was the development of a comprehensive classification system theoretically based and empirically tested that can guide systematic research on questions fundamental to workplace-based experiential education programs.

To date, no such typology has been developed. In the main the existing classifications of experiential programs have been descriptive of obvious structural features. They have not been theoretically based and empirically tested, nor have they been used to guide systematic research across programs. Instead the majority of research has been directed toward individual programs.

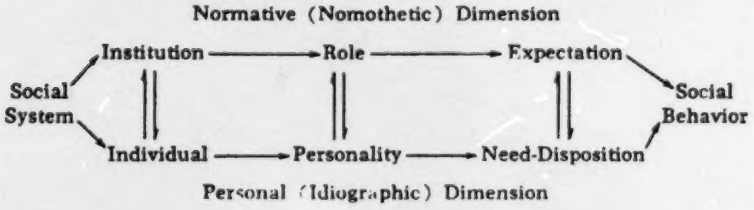
In addition to the fact that these experiential programs demonstrate sufficient similarities to justify labeling them "experiential education," they also exhibit certain salient characteristics that distinguish one from the other. To classify them meaningfully then (with theoretical consistency and conceptual clarity) is to reveal a logical array of unique relationships of key dimensions common to all programs.

THEORETICAL BACKGROUND

Experiential education programs can be classified in many ways: by content, process, function, structure, or pattern. Therefore, although several typologies may exist, no single typology can possibly capture all the characteristics of the programs.

In developing a typology, one must choose a theoretical formulation that is relevant and reasonably well researched. Because experiential education concerns the educational productivity resulting from interaction between learners and workplaces, the work on this typology will be based on the interaction of individuals with institutions as it is described in a social-psychological theory developed by Getzels (1968). His conception of behavior that results from participation in a social system is divided into two dimensions: normative and personalistic. The normative or nomothetic dimension refers to work organizations, their roles, and their expectations; the personalistic or idiographic refers to experiential learners, their personalities, and their needs and dispositions. The figure below illustrates Getzels' conceptualization.

THE NORMATIVE AND PERSONALISTIC
DIMENSIONS OF SOCIAL BEHAVIOR



Source: Getzels (1968), p. 80.

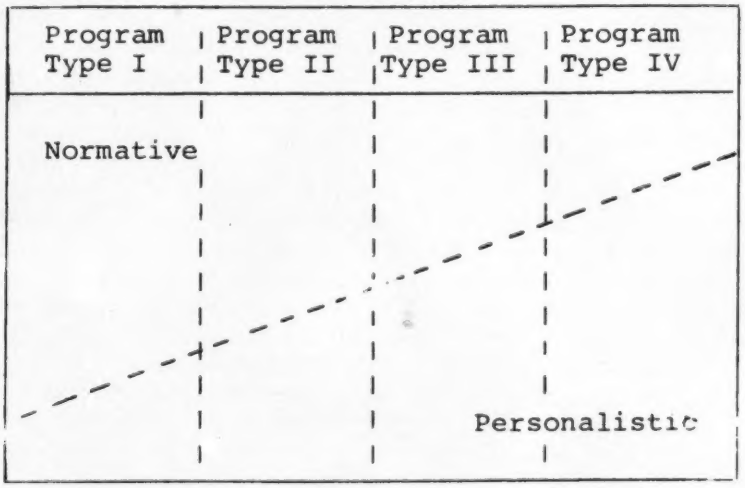
Applied to this study, the key terms are as follows:

Social system	=	Experiential education program
Institutions	=	Work organizations
Individual	=	Experiential learners
Social behavior	=	Learner outcomes

The phenomenon under investigation is the relationship of the learner needs *vis-à-vis* the norms and expectations of workplaces. The school is represented by the program that it sponsors. The way in which the school affects the relationship between learners and workplaces is the basis for classifying the program.

The classification principle to be used in developing the typology is the extent to which the program produces normative or personalistic behavior. This determination is based on the following formula: $B = f(R \times P)$, where observed behavior is the function of the interactions of institutional role defined by expectations with the personality of the learners defined by their needs and dispositions. The prospective classification framework is depicted below.

PROSPECTIVE FRAMEWORK FOR THE TYPOLOGY



Since there is always some interplay between the normative and personalistic dimensions, it is not theoretically possible for a program to develop only normative behavior in the learner. The behavior resulting from program participation would exactly mirror expectations of the work roles of the work organizations. Conversely, to develop only personalistic behavior would allow the needs and dispositions of the learners complete freedom of expression. In reality, neither situation would occur.

The figure above illustrates the proportion of interplay between normative and personalistic variables represented by a line cutting through the two. At the left (Program Type I), the proportion of behavior shaped by institutional role expectations is relatively large, whereas the proportion of behavior shaped by the learner is relatively small. At the right (Program IV), the proportions are reversed. In these terms, an on-the-job training program for a particular occupation in a particular organization

the right. Program types II and III (or any number appearing between the extremes) reflect normative and personalistic behaviors respectively but include also significant proportions of the alternate behavior.

ANTICIPATED CONTRIBUTION

A typology of programs is needed if information is to be gathered systematically and research findings applied to more than individual programs. Studies in experiential education guided by such a framework can result in the collection of information that is not only pertinent and precise but also capable of being related in a theoretically consistent manner.

Typology construction is more than a provocative and creative activity. It is an arduous task, requiring a thorough grasp of the sociological, psychological, cultural, economic, and humanistic dimensions of human development. Although no single study can accomplish the task, this study can make a contribution by providing part of the knowledge that is required.

Although persons involved with a given experiential program understand it well, having a reasonable knowledge of its purpose and function, they know little about all programs as a group. Researchers are hampered in sharing findings because of their inability to demonstrate clearly how an isolated finding for one program is related to the findings for other programs. Those who plan programs and those who implement them, grasping only superficially what is happening in other programs, can misapply practices. Legislators and other policy personnel are stymied when they are challenged to choose among programs for the distribution of funds.

This study examines one fundamental aspect of experiential education: the relationship of experiential learners, with their varying needs and dispositions, to one of society's most basic functions--work, as represented by the institutions, roles, and expectations associated with it. Gaining an understanding of that relationship will aid all decision makers associated with experiential education from students to policymakers. Because of its fundamental nature, this knowledge has the potential for becoming the cornerstone, but not the entity itself, of a theoretically based and empirically tested typology.

OBJECTIVES

The first year of this two-year study (ending November 30, 1980) was a qualitative phase for collecting data to answer the following research question:

> Can experiential education programs be classified according to the relationship existing between workplace role expectations and learner needs and dispositions?

Interviews were conducted with students, program coordinators, and employers associated with eighteen programs in four different states. The analysis of the interview data essentially consisted of four steps. First, nine program characteristics were identified as indicators of the normative and personalistic dimensions. Next, interview data were categorized for all programs. Then the interview data were converted to quantitative values to show the proportional relationship. Finally, these results were displayed graphically to reveal the clusterings of program types.

This year's work, the quantitative phase, had the following objective:

> To develop an instrument (1) that gathers information on on the nine program characteristics more efficiently than the interview method, (2) that can be administered to all the students in the program (only five students per program were interviewed last year), (3) that can be administered and scored easily (to facilitate practitioner use), and (4) that provides at least as accurate a "snapshot" of the normative-personalistic dynamics as the one provided by the more time-consuming interviews.

METHOD AND RESULTS

Review of Phase I

Before this year's results are discussed, a brief review of the results of Phase I is in order. Four steps led to the construction of the preliminary typology. First, the following nine program characteristics were identified as indicators of the normative and personalistic dimensions.

1. Program goals
2. Nature of career growth
3. Self-concept development
4. Role of program staff
5. Interpretation and internalization
6. Diversity of work-setting experiences
7. Focus of learning activities in work settings
8. Relationship to ongoing work and workers
9. Resource person's method of supervision

Second, with a reasonable measure of reliability, the interview data were categorized by normative and personalistic dimensions for each of the program characteristics. The categorization of the data by a panel of judges enabled us to show the proportional relationship of the normative and personalistic dimensions for the programs.

Third, a numerical value assigned to the data on the program characteristics facilitated calculation of the proportional relationship. Fourth, when the calculations of the proportional relationships were charted, the resultant clustering of programs portrayed programs in a manner consistent with the general observations of the researchers. Three clusters of programs were evident. One group of programs clustered toward the normative side of the scale and another group toward the personalistic side. Another group appeared between the two extremes, representing a transactional zone.

Descriptions of Program Types

The following are brief descriptions of the normative, personalistic, and transactional characteristics of experiential education programs. They summarize from the interview findings the salient normative and personalistic characteristics inherent in programs of the typology.

Normative Characteristics

Normative programs emphasize the acquisition of knowledge, attitudes, self-concepts, and skills designed to enhance the learners' chances for success in their chosen fields of work and to confirm their identity with the work. These programs give very high priority to an understanding of job requirements and work ethics as well as to practice in the proper use of tools and procedures specific to the occupation. The most prominent feature is occupational preparation--whether for an entry-level job or one with long-term career potential. The type of work institution in which the preparation occurs is usually similar to the one chosen for career pursuit.

The usual role of staff is to make learners aware of the expectations of the workplaces and to assist them in meeting those expectations. In-school learning activities consist of training designed to prepare learners to function successfully in specific work roles. Learners are expected to internalize the rules, regulations, and conventional job wisdom associated with the work situations as standards for their own behavior.

Work activities are central to learning at the workplaces--they are the curriculum. Learners spend long periods of time (about twenty hours a week for at least one semester) in a single work setting. Their work assignment includes regular, productive work. Learners assume worker roles early and strive to become independent in those roles. Learners' activities are at the discretion of the worksite supervisors, but, often having a more routine and repetitive quality, they are seldom the same as those of the supervisors.

Learners are usually paid and, therefore, are subject to the same consequences and controls as the regular workers. If credits are given, they are referred to as work-experience credits and do not replace required academic subjects.

Personalistic Characteristics

Personalistic programs emphasize the needs, interests, and dispositions of the learners in every aspect of program operation. The major outcomes sought are in the domain of personal growth. Work settings and their activities are not the object but the medium of learning. In regard to career development, the objectives are in career awareness and exploration rather than in preparation for specific work.

Exploration is an important step in identity formation and, as the primary learning activity, aids greatly in self-concept development. Learners seek many opportunities to test themselves in a variety of situations--a necessary activity prior to career choice and implementation. Unlike the normative experience, success in exploration can actually constitute several "failures" or rejected activities, provided that a degree of self-knowledge results.

Intrinsic to the role of program staff is attention to learner needs and interests, as well as assistance to learners in their pursuit of personal goals. In-school activities are devoted to interpretation of the experiences in individualized terms. Learners are not expected to internalize the expectations of workplaces. Rather they discuss their positive and negative reactions to those expectations and examine the long-term implications of those expectations.

The personal objectives of learners are the central focus of activities at the workplace. Learners and program staff negotiate with employers and others to create a learning environment that will be conducive to learner objectives and at the same time not disruptive to the operations of the workplaces. Learners usually spend short periods of time in a variety of work situations and seldom are expected to do ongoing, productive work. Workplace supervisors communicate with learners on a personal level in a mentoring relationship. Learners often get to do work similar to that of the supervisor and are encouraged to undertake original projects.

Learners, in most instances nonpaid, are therefore not subject to the consequences or controls of pay. When credits are awarded, they are either for academic or elective subjects--the total amount rarely exceeding the equivalent of the credits assigned for one regular course.

Transactional Characteristics

A transactional program has a combination of normative and personalistic characteristics to such a degree that the program acquires a hybrid quality. Since experiential education programs deal primarily with transitions from school to work, exhibiting varying degrees of attention to workplace norms and learner needs, it is not surprising that many of the programs are characterized by this transactional quality.

The greater the emphasis on learner needs and dispositions the closer the program will be to the personalistic type. Conversely, the more emphasis placed on workplace roles and expectations, the closer the program will be to the normative type. The relative proportions of both dimensions is what distinguishes the program as transactional. It is the balance between normative and personalistic dimensions set up and maintained by the programs that defines transactional learning experiences and outcomes.

Sample and Instrumentation for Phase II

Thirty-one programs (see Appendix A) in Ohio, Florida, Iowa, Arizona, California, and Oregon were chosen in order to reflect a semblance of geographic distribution in keeping with the research done by Getzels and associates (1968), which indicated that role expectations differ by region in the United States. Also, these states were selected because they represent diverse approaches to the design and implementation of experiential education. For example, in Florida, program development is generally initiated and supported as a result of commitment within the county school

district. In Ohio, vocational educators have become involved in the implemertation of programs on a statewide level. In Arizona and Oregon, community agencies and councils have demonstated strong leadership in designing and sponsoring options in experiential learning. And in California, the Association of Work Experience Educators has been assertive in advocating its views on work experience education. The leadership of that organization, coupled with the variety of experiential education options available in that state led us to select California.

Five hundred fifty-eight (558) students, 40 program staff, and 146 employers were the respondents. As in the first year, no claim is made for the representativeness of the sample. To set up such a sample would have been prohibitive. It is assumed, nevertheless, that the sample was an adequate cross-section of experiential programs for exploratory purposes. We asked that all participating students, staff, and employers who were working with students to complete the instrument (which can be found in Appendix B).

Comparison of Phases I and II

The principal results of this year's work include (1) the determination of the normative-personalistic proportions (NP scores) for each of the programs via the new instrumentation and (2) the resultant classification schema. Where possible and appropriate, these results are compared with those of the interview phase.

The proportional relationships between the normative and personalistic dimensions of each program were calculated in the same manner in both phases. That is, the normative score was calculated by dividing the students' total normative raw score by the students' total normative and personalistic raw scores. The same operation was used to determine the personalistic.

$$N\% = \frac{N}{N+P} \times 100 \qquad P\% = \frac{P}{N+P} \times 100$$

The table on the opposite page shows the NP scores for the eleven programs that were in both phases. The most striking difference is that the range of NP scores narrows considerably in Phase II. This was expected since a minimal-gradation scale was used in Phase I. That is, values were assigned to N or P on an either-or basis. In Phase II the students' responses on the instrument provided a more refined scale.

The rank order held up well, especially for the personalistic programs (G-K), and no programs changed primary-identification groups. That is, all programs identified as personalistic in Phase I were still personalistic in Phase II.

COMPARISON OF NP SCORES FOR PHASES I AND II

Programs	NP Score Phase I	Rank*	Rank*	NP Score Phase II
A. Work Experience San Francisco	100%-0%	1	2	62%-38%
B. Auto Mechanics Tampa	96%-04%	2	1	63%-37%
C. Work Experience Education Freemont	92%-08%	3	3	59%-41%
D. Distributive Education Columbus	92%-08%	4	5	53%-47%
E. Occupational Work Adjustment Columbus	77%-23%	5	6	51%-49%
F. CETA YEP Oakland	76%-24%	6	4	58%-42%
G. Community Participation Orlando	42%-58%	7	7	39%-61%
H. Community Laboratory Tampa	29%-71%	8	8	39%-61%
I. Student Apprenticeship San Francisco	27%-73%	9	9	39%-61%
J. Executive H.S. Internships Tampa	14%-84%	10	11	36%-64%
K. EBCE Orlando	8%-92%	11	10	38%-62%

*N.B.: Rank determined before rounding off.

Program G is a volunteer service program sponsored by a high school. As mentioned in the first-year report, this program was somewhat an enigma, a program that the interviewers expected to be more personalistic than it proved to be. On the other hand, program J proved to be more personalistic than was expected. While the rank order is the same, the interviewers' impressions seem to be more in line with the Phase II data, in that the gap in scores is not so great and the NP relationship appears to be depicted with greater fidelity. Programs H and I (and to some extent K) do seem to be reasonably comparable in both phases.

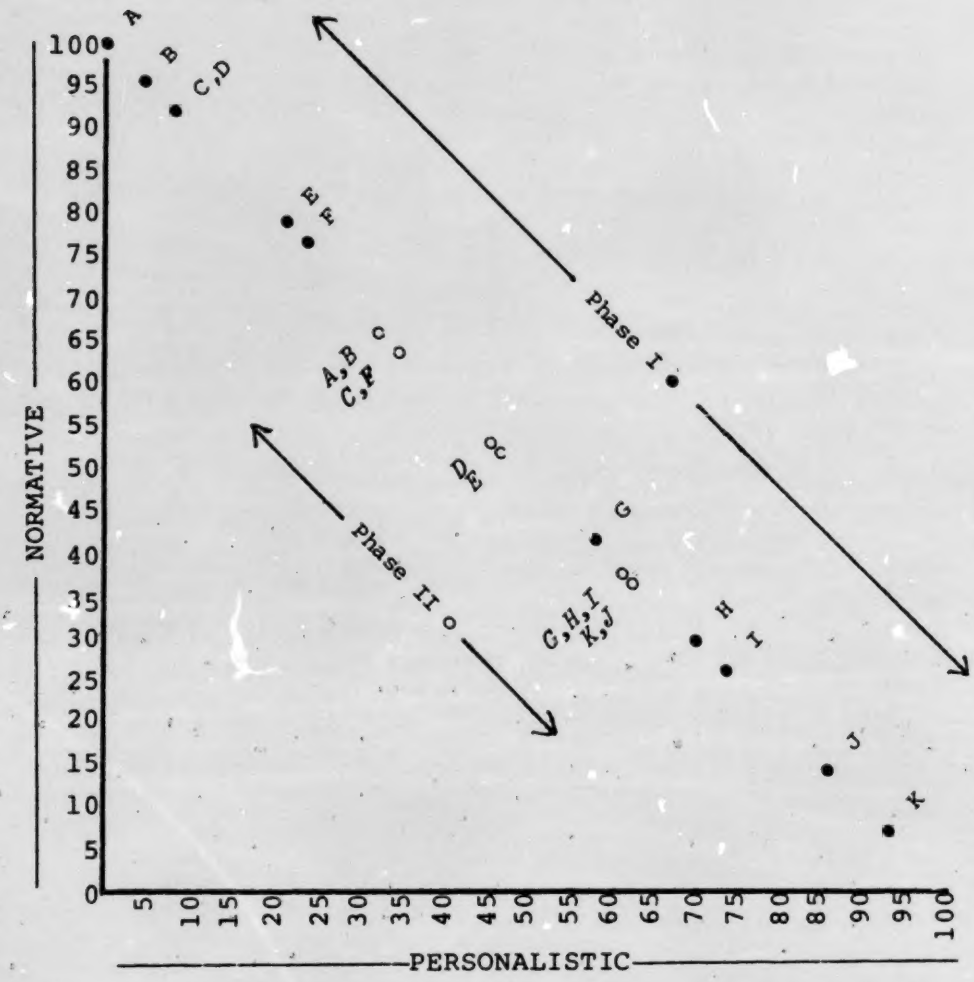
The figure on the opposite page compares the clustering of programs. In both phases there is a clean separation between two primary groups of programs--consequently, the genesis of the normative and personalistic types of programs. Phase II, however, shows tighter clustering, avoiding the extremes that Phase I revealed. This finding is more believable.

The addition of NP scores for the other twenty programs in the sample did not extend the range significantly. The range for normative programs using only N scores was 72-64; it changed to 72-63. The range for personalistic programs using only P scores was 72-61; it changed to 73-56.

Using 50% as the dividing point renders two major clusters of programs. Those programs characterized by higher mean N% scores will be referred to as the normative group (N group). Those with higher mean P% scores will be referred to as the personalistic group (P group).

The figure on page 14 shows the Phase II programs by the classes proposed in Phase I. The main concern in the categorization at this point is the lack of clear separation between the transactional subclasses within the generic normative and personalistic classes of programs. The four subtypes are reasonably well grounded empirically. At the extremes, the normative class consists of programs concerned with career preparation; the personalistic, with those that are highly exploratory and attentive to learner-centered needs. The two transactional subclasses consistently reflect the strong blend of normative and personalistic factors. The Transactional-Normative group is more normative than personalistic, indicating emphasis on work readiness and personal development, in that order. The Transactional-Personalistic reverses these emphases with personal and academic development being of greater importance than career development. Actually, the focus is career exploration rather than job-skill development.

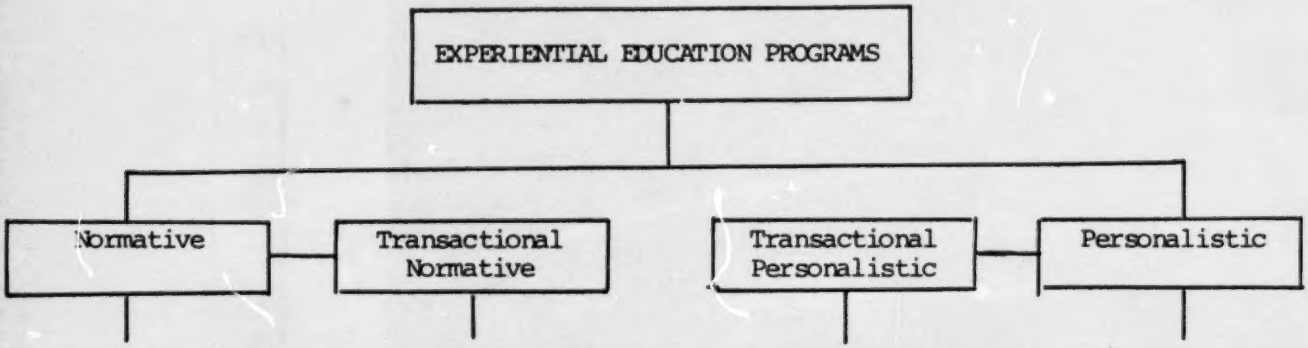
COMPARISON OF THE CLUSTERINGS OF PROGRAMS ALONG THE NP CONTINUUM (PHASES I AND II)



Key to Programs

A. Work Experience
B. Auto Mechanics
C. Work Experience Education
D. Distributive Education
E. Occupational Work Adjustment
F. CETA-YEP
G. Community Participation
H. Community Laboratory
I. Student Apprenticeship
J. EHIP
K. EBCE

REVISED TYPOLOGY OF EXPERIENTIAL EDUCATION PROGRAMS (PHASE II)



- o Auto Mech
- o Work Exp
- o Coop Wk Exp
- o T&I Coop

- o Dist Ed
- o Wk Exp Ed
- o CETA Hm Rp
- o Div Wk Exp
- o CETA YEP
- o Coop Ed
- o CETA CBENH
- o Dist Ed
- o Dist Ed
- o Occ Wk Exp
- o Dist Ed
- o Occ Wk Adj

- o Com Serv
- o Com Intrn
- o CETA Car Expl
- o EBCE CE2
- o Ex Hi Intrn
- o Med Car
- o Grp Car Obs
- o Stu Apprn
- o Com Lab
- o Com Partic

- o EBCE
- o Ind Car Obs
- o EBCE
- o EBCE
- o Ex Hi Intrn

Results of NP Scores by Program Characteristics

The instrument revealed how perceptions of the NP relationship manifest in program characteristics differ among the N and P groups. The table below summarizes students' responses to the survey by individual items. Cast in the most normative light in

COMPARISON OF STUDENTS' PERCEPTIONS OF
NP RELATIONSHIPS BY ITEMS ON THE INSTRUMENT

Items		Normative Programs		Personalistic Programs	
High Normative Items	(N%) *	Student's role	(69%)*	Diversity	(47%) *
		Nature of work experiences	(65%)	Interpretation	(45%)
		Program goals	(63%)	Nature of work experiences	(55%)
High Personalistic Items	(P%)**	Self-concepts	(47%)**	Self-concepts	(72%) **
		Interpretation	(49%)	Coordinator's role	(68%)
		Coordinator's role	(50%)	Career growth	(66%)

N group were perceptions of student's role, nature of the work experience, and program goals. Most personalistic in P group were perceptions of self-concept development, coordinator's role, and career growth. Scores on certain program characteristics were somewhat different than expected. Nature of the work experiences was rated as more normative than personalistic in P group. This is consistent with pilot results where almost all students rejected the trial item indicating that they "were not essential to the ongoing work." Diversity while personalistic in nature in P group, was perceived more normatively than expected. Out of the nine items, diversity ranked fifth or lower in ten of the fifteen P programs.

Coordinator's role is the most personalistic item for N group (50% P), ranging from 70% normative to 69% personalistic across the N group programs. As expected perceptions of the coordinator's role were personalistic in a majority of P group programs (fourteen out of fifteen). However, it was perceived personalistically in nine out of sixteen N group programs, particularly in the subgroup of N group that was more transactional (i.e., had a higher P%).

Apparently the process regarding interpretation of experiences does not lean heavily in the N-P direction of the groups. Interpretation hovers around 50% N and 50% P in fourteen of the N

programs and ten of the P programs. Overall, perceptions of the interpretation process lean slightly toward the personalistic pole in N group and slightly toward normative in P group.

Results of Individual NP Scores for Students

Examination of individual scores for students revealed that there is a considerable range of perceptions in all programs. Within the N group of programs the range of N% scores for students in the most normative program was 74%-39% and in the least normative program it was 80%-38%. The range of P% for students in P group was 99%-32% in the most personalistic and 71%-24% in the least personalistic. This pattern was consistent in both N and P groups.

There were several students in N group programs whose scores were more personalistic than normative. Similarly some students' in P group had more normative scores. However, all students in one program in P group had a higher P score than N score. Looking from highest N or P scores of programs to lowest, a pattern emerges. In high N% programs the large majority of students are in the N range; in the low N% programs of N group students split evenly between N and P range. This pattern holds true in P group as well.

Comparing Students with Coordinators and Employers

Every program coordinator and 146 employers completed their versions of the instrument. Coordinators' scores were consistently within no more than four percentage points of the program mean for students. In programs where there was more than one coordinator the mean of their NP scores was also within a few percentage points of the mean for students.

Even though our data collection with employers was very spotty we did receive responses from sixty-eight employers in N group and seventy-eight employers (resource persons) in P group. The differences in percentage points between students and their respective employers were within a broad range.

In N group employers tended to perceive program experiences more normatively than students did. In P group employers were almost equally divided in perceiving experiences as more normative or personalistic than students did. In a t-test, employers' and students' scores were not significantly different in P group while they were significantly different in N group.

Related Variables

In addition to completing the items on the instrument, students supplied data on demographic variables (i.e., sex, age, grade point average, and father's occupation). They also responded to questions on selected aspects of their programs (i.e., occupational classification of program experiences, characteristics of employers, pay, duration of program, and academic credit). Finally, students were asked questions of a qualitative nature (i.e., quality of experiences, satisfaction indicators, and learner outcomes). The findings on these variables are detailed in the technical report. The following section discusses these findings where pertinent to the recommendations of the study.

CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH WITH IMPLICATIONS FOR POLICY

The results of this year's work remain tentative. Considerably more testing of the instrument and replications of the study must be done before any sound conclusions can be drawn from the research.

Nevertheless, certain trends in the data and a few of the findings generate compelling research questions regarding human growth and development. Further, they call for research to improve upon the policy mix concerning education and training alternatives in schools and workplaces, leading toward improved employability for youths.

The following are the recommendations resulting from the instrument-development phase of this exploratory study. Accompanying each recommendation are interpretations of relevant data and implications for policy where appropriate.

Recommendation 1: Experimental studies should be conducted to gain a better understanding of the interrelationships among the dependent and independent variables.

Better data are needed on the relationship of the perceptions of employers, students, and coordinators. The N group employers tended to perceive the experiences as being more normative than the students did. The P group employers did not seem to have significantly different perceptions. What are the consequences for students when there is a disparity in perceptions? Are differences in perception related to differences in the sex or race of the participants? Are there parallel changes in perceptions between employers and students as the program progresses?

The coordinator's role seems to be that of a facilitator. Students' perceptions of that role tended to be slightly more personalistic than the program means of N group and slightly more normative than the program means of P group. Does this mean that the coordinator provides a balance to the student's perspective? Or does it mean that coordinators of N and P groups, as agents of the school, are maintaining another set of norms--those of the school?

Another area that should be investigated is the relationship of coordinator's role to employer's role. The coordinator's role seems to be a fairly strong influence on the NP relationship (i.e., it ranked highly personalistic in N and P groups). However, the employer's role in both groups was neither high nor low in the NP rank of student items. Through interview data we noted that some coordinators appeared to be mediators between students' needs and employers' expectations; some seem to be extensions of the employer; and still others seem to play a "hands-off" role. In fact one coordinator was using a combination of role relationships. All relationships observed seemed to be effective in the respective situations. Knowing more about the relationships among roles is important to understanding the centrality of these variables to the NP dynamics. On the practical side this knowledge can provide an excellent blueprint for staff selection and training.

Pay or the lack of it seems to have a strong effect on the attitudes and behaviors of experiential learners. Students in N group were paid; a few P group students were paid. From the interview data we know students in N group define many of their experiences around the pay issue. For example, statements such as "I get paid so I do what I'm told" were not uncommon in N group. Paid students in P group also reported higher normative scores than their program's mean. In interviews some P group students were repelled by the notion of getting paid. They indicated that "it just wouldn't be the same." Studies need to be conducted to confirm or deny these impressions about pay particularly as it affects learning outcomes. Further, we need to know differences in process and outcomes for students who get paid in P group, in subsidized programs, and in private and public sector experiences. Another area to study is the effect of being in a P group program while holding a paid job or being in N and P programs simultaneously. Ultimately we need to know the differences in NP dynamics between students who have guided and nonguided paid work experience.

The data on three aspects of the programs did not coincide with expectations. The nature of work experiences was more normative and diversity was lower than expected in P group. The interpretation process (i.e., manner in which students reflect on the experiences) was portrayed as about 50% N and 50% P in both N

and P groups. What do these findings mean in terms of the NP dynamics? Do all programs strive for some balance? Are some program features more amenable to manipulation? Will these findings change if the instrument is administered at different times in the program cycle?

Recommendation 2: Measures of the extent to which work-role socialization has progressed as a result of program participation are needed.

The instrument reported herein needs to be administered at different times to track changes in NP perceptions from program entry to completion. We need to know how much time in a given program is enough to achieve peak N or P scores. We also need to know when plateaus or reversals occur and what they mean. Students in N group seem to need personalistic treatment upon program entry, but for how long a time? By whom? What aspects of the program are affected?

Very few students in N or P group registered dissatisfaction with their program experiences, but there are always some students for whom programs as designed will not work. In some locations they may even be in the majority. How can programs reach the hard-to-reach student? What aspects of the NP relationships are breaking down for them? What prerequisites are missing for them to make the connections? Are personality traits, environmental constraints, or lack of intermediaries involved? These and other variables must be explored.

Another instrument is needed to provide a profile of growth in both the normative and personalistic dimensions of youths' participation in work institutions. This profile should be definitive and sensitive enough to illustrate and explain such things as areas of imbalanced development and where improvement is needed. Further the instrument should be closely tied to the NP profile of programs so as to suggest the type of program needed, for example, one that focuses on the development of specific occupational skills.

Recommendation 3: Studies of the consequences of participation in normative or personalistic programs need to be conducted.

In almost every program at least one individual reported an NP score that was quite different from the scores of other students, the coordinator, and/or the employer. What does this mean? Will that individual's development be adversely affected? Or enhanced? Are disparities in NP scores correlated with poorer achievement? Would these persons be better off in a program with a more compatible NP profile?

Are there optimal times or sequences to pursue normative or personalistic programs? Is there such a thing as premature exposure to normative experiences? Or prolonged exposure to personalistic programs? Are normative experiences enhanced if preceded by personalistic ones?

No program can achieve all things for all students, but it does appear that in the course of the high school years students ought to have the benefit of an individually prescribed program mix. The N group seems to be rich in activities that prepare students for work (especially for immediate employment). The P group seems to have more opportunities for exploring and testing out various facets of worklife. However, it would appear to be limiting to remain exclusively in one type of program throughout the school years. Studies need to be conducted of students who enroll in both to find out such things as which mix is best, in what order, under what conditions, and for whom. Also, research must consider what students can and do get on their own in this regard. Apparently some individuals do very well without program assistance, but we do not know very much about how they become accomplished.

In addition, valid measures are needed to determine if program participation produces long-term benefits superior to nonguided work experiences, thus justifying the expense to taxpayers.

Recommendation 4: Studies of differential participation need to be conducted.

First, we need more comprehensive, descriptive data on all experiential programs to determine the actual distribution of students by the demographic variables across program types. This may be more a matter of pulling together existing data on separate programs and building a comprehensive picture and only collecting data where there are gaps.

This year's data revealed a wide range of NP scores. Several students in most programs appeared to be having program experiences that are not in character with their program type. The sample in this study and the developmental nature of the instrument did not allow for a thorough analysis of differential participation by demographic variables. This needs to be done given the trends that exist in this year's data.

Females tended to perceive experiences differently than males. That is, they had higher P scores in N group and higher N scores in P group. But what does this mean? Does this difference facilitate or detract from employability development and career progress? Are females more discerning? Older and

younger students perceive experiences more normatively in both N and P groups. Students with the highest GPA gave higher P scores in N group and higher N scores in P group. Students with the lowest GPA in P group gave higher P scores than the mean. Does this reflect different treatment within the program or do age and intelligence affect the NP relationship or at least the perceptions of the relationship? Future studies should consider interaction analysis of these variables which was not possible in this exploratory study.

We need better data on minorities. The limited data of this study show that minorities and nonminorities do perceive the NP relationship differently but with no consistent pattern across programs. In some program minorities gave much higher N scores; in others, nonminorities gave the higher N scores. The N group shows a much higher representation of minorities than P group in our sample. Would this be the case in a truly representative sample? If so, what does it mean? Are minorities losing out by not being in P programs? What are the trade-offs resulting from the program choices of minorities? Are personalistic-type support systems (e.g., on-site counselors) in N group programs helpful or harmful in terms of long-term effects on employability?

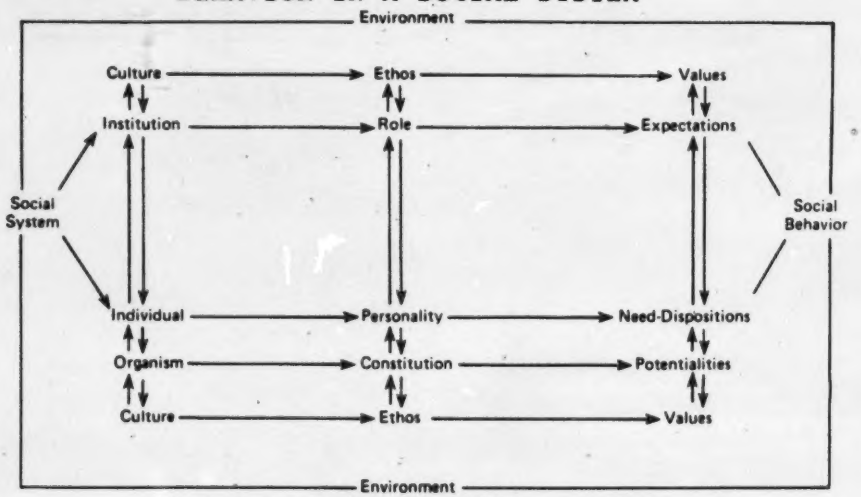
All studies attempting to answer important research questions on demographic variables such as sex and race should have these variables as their primary focus. Further, overrepresentation or purposefully varied combinations of representation must be taken into account in designing the sample. These two conditions at the very least must be met to advance knowledge on these issues.

Recommendation 5: Ethnographic studies of the influence of schools, families, peers, and significant others on the disposition of youths toward work-role norms should be conducted.

This study has dealt exclusively with the learner's relationship to workplace norms. This was done to gain a better understanding of how the various experiential programs differed in regard to that central focus of youth transition to work. But that NP relationship exists within a larger context. The figure on page 22 shows Getzels' complete model. To pursue his theoretical orientation completely, work must be done to examine the relationships of programs to the larger context in which they function.

One area that has not been dealt with at all but must be explored is the relationship with the school and its set of norms and expectations. How do these relate to workplace norms and expectations? Are they compatible or in conflict? Can schools change to resolve conflicts in what students are learning in both settings and what are the consequences if they do not?

GENERAL MODEL OF THE MAJOR DIMENSIONS OF BEHAVIOR IN A SOCIAL SYSTEM



Source: Getzels 1968, p. 105

Certain youths--especially poor, minority youths--are very circumscribed in their exposure to developmental opportunities. Many are fed a steady diet of blue-collar work ethics and values; they are not encouraged anywhere to extend themselves beyond this situation. The only goal set for this seems to be to obtain steady jobs guaranteeing self-sufficiency. But what are the consequences? How do these youths break out of their own perceptions of themselves as limited and break through the limiting perceptions of others?

Areas far less amenable to policy intervention should be explored, (e.g., how the learner's peers and family affect perceptions being formed in the program). These findings will enhance our understanding of what can reasonably be accomplished through policy and programmatic intervention.

PRACTICAL APPLICATIONS

This study gave consideration to how the instrument under development could be used in practice. Our discussions with program staff were illuminating. They were very interested in using the instrument to get a "quick reading" of where the group was in terms of their own expectations. They were especially interested in identifying individuals whose perceptions of experiences were different.

The revised instrument (see Appendix B) readily provides this information. On a separate questionnaire, all coordinators indicated they could easily administer and score this instrument. In this way the instrument can be used as an assessment tool. The instrument can be used to identify possible areas of problems in misunderstandings between employers and students.

With slight wording changes, the instrument can be used as a tool to guide students toward specific programs. Students can be asked to indicate the type of program characteristics that appeal to them. It can also be used as a counseling tool, providing a basis for discussing, for example, conflicts in expectations, differences in needs, and means for achieving goals.

There is a possibility of using the instrument as an evaluative tool but considerable research would be needed to determine benchmarks for particular program types. It is more likely that it could be used in formative rather than summative evaluations.

NEXT STEPS

The most immediate step is to do a carefully designed field test of the newly revised instrument to confirm the reliability and the classification of programs using a truly representative sample. Further, studies must be designed to answer specific research questions about the normative-personalistic dynamics as they relate to demographic variables.

APPENDIX A

PROGRAM DESCRIPTIONS

PROGRAM DESCRIPTIONS

AUTO MECHANICS (AutoMech) Tampa, Florida

This is an industrial cooperative education program offering training in over a dozen trade and industry skills. It is offered in a centralized vocational-technical high school. Students are selected for participation, based on maturity and their achievement in junior level skills-training courses. They participate in a paid, monitored work experience throughout the senior year. Participating students are also enrolled in an employability skills class which meets at either 6:30 or 7:30 a.m. daily. Students work from four to eight hours each day, for which they receive vocational credit.

CETA CAREER EXPLORATION (CETA-CarEx) Portland, Oregon

This program serves approximately 1,000 students of whom 300 must be CETA income-eligible. Students from grades eight to twelve are served, with the heaviest concentration in the lower grades. Participants make informed choices of commun- ity placements where they spend from three to twenty-five hours per week depending on interest and enthusiasm. Students are encouraged to explore several careers. When a strong interest in a career has emerged, paid employment in that area may be sought for the student, who is encouraged to enroll in a vocational education program, if appropriate. Other curriculum options are also sought including community college courses if they would seem worthwhile. Credit is given if enough hours are spent in one placement.

CETA COMMUNITY-BASED EDUCATION/NEW HORIZONS (CETA-CBENH) Des Moines, Iowa

Designed to encourage young high school students to remain in a school and complete their secondary education, these programs enable approximately twenty participants to hold part-time, paid jobs as a part of their school program. There is a maximum-income requirement for eligibility. Students learn about entry-level job skills in the workplace while related skills and academic knowledge are taught in the classroom. Students earn one work-study credit.

CETA EMERGENCY HOME REPAIR (CETA-HmRp) Portland, Oregon

This program operates in cooperation with the city of Portland, the prime sponsor. Students work, as they learn the necessary skills, in making

repairs in the homes of eligible Portland citizens. The city provides the materials needed to make the repairs. Instructors in skill training are school staff persons who work with the students. Students spend seventeen and one-half hours per week in this program. They are paid the minimum wage and receive high school work-experience credit.

CETA YOUTH EMPLOYMENT (CETA-YEP) Oakland, California

Approximately 180 high school youth from the city of Oakland are enrolled in this Title II Youth Employment Program. Students have a "bank account" of 400 paid hours of participation. Generally, 300 are for work experience, 30 for counselling, and 70 for career exploration and training activities. Students are primarily placed in public or non-profit agencies, where they are paid the minimum wage.

COMMUNITY INTERNSHIP (ComIntrn) Danville, California

The Community Internship Program at the Athenian School, a private residential/day school in the foothills east of San Francisco, provides opportunities for career or special interest exploration in service-oriented placements. Approximately twenty-five juniors and seniors participate at sites in the community from twenty-five to thirty hours per week for nine weeks. Students receive three units of elective credit for involvement at the site, maintenance of a journal, readings and completed assignments, and a presenta- tion of an intern project before the secondary-level student body and faculty.

COMMUNITY LABORATORY EXPERIENCE (ComLab) Tampa, Florida

The Community Laboratory Experience is designed to guarantee gifted students interested in pursuing scientific careers the opportunity to participate in a community-based laboratory learning experience. High schools in the county recommend students who meet IQ, grade point, and course work requirements. A science resource teacher interviews qualified applicants and places them in cooperating laboratories. Students and lab directors agree on a program of activities which may include work with computers, PH meters and microscopes. Students work from six to ten hours per week, attend conferences, and keep logs. They receive one-half credit per semester and are graded by the laboratory sponsor in consultation with the teacher. Participants cite work experience and career exploration as primary benefits of the program.

COMMUNITY LEADERSHIP AND PARTICIPATION (ComPartic) Orlando, Florida

The program places high school seniors in the community to learn and explore careers through volunteering. The program is coordinated by a social studies teacher. The course meets daily during the first four weeks of the semester and twice a week thereafter for group reflection. Students, who work

primarily in day-care centers, nursing homes and hospitals, receive credit and are graded on a point system for their service learning. The program follows a national model developed by The National Information Center on Volunteerism.

COMMUNITY SERVICE OFF CAMPUS (ComServ) Scottsdale, Arizona

One of several field experience programs maintained in this school system, the Community Service Off Campus program, offers students the opportunity to become involved in "hands on" experiential volunteer assignments within the community. To obtain credit, students are required to apply and register through their counsellors rather than through regular course selection registration. Students receive one-half elective credit for a minimum of ninety hours of work. They may enroll in the program at any time during the school year or during the summer months. A total of up to two field service credits may be earned toward graduation through participation in a combination of programs.

COOPERATIVE EDUCATION (CoopEd) Gilbert, Arizona

This is a diversified Occupations Education Program. Senior students combine part-time work in a career-interest job with a related class on the campus. Thus, instruction in work-related matters such as interviewing interpersonal relations, and management of personal resources is combined with student experiences in the workplace. Work-experience credit is given.

COOPERATIVE WORK EXPERIENCE (CoopWkEx) Milwaukie, Oregon

Students enrolled in this program participate in a formally defined career cluster of occupations. Work experience sites are carefully chosen to enhance and extend the knowledge and skills of the students, who earn money as well. Students may enroll for one or two semesters of their junior and/or senior year. Approximately 175-200 students are enrolled. Elective credit is given.

DISTRIBUTIVE EDUCATION CO-OP (DistEd) Ames, Iowa

In a high school serving an extensive cross section of youth from an academic community, a business center serving urban and rural needs, and a rich farming area this is a one-year program in which students learn entry-level skills for employment in sales, marketing or merchandizing jobs. In-school instruction teaches students the principles and practices used in these occupations. Part-time employment in the retail establishments in the city (from fifteen to twenty-five hours per week) enables students to apply the principles and practices learned in the classroom. Vocational education credit is given.

DISTRIBUTIVE EDUCATION CO-OP (DistEd) Columbus, Ohio

This is a two-year vocational education program in which students are prepared for employment in sales, marketing, or merchandizing. In-school instruction

in the basic principles and skills in these areas of occupation is combined with on-the-job experience giving students entry-level skills for full-time employment. Students are paid while getting on-the-job experience. Approximately twenty students are enrolled.

DISTRIBUTIVE EDUCATION CO-OP (DistEdNH) Des Moines, Iowa

This is a two-year vocational education program. Students are prepared for employment in sales, marketing or merchandizing. In-school instruction in the basic principles and skills in these areas of occupation is combined with on-the-job experience giving students entry-level skills for full-time employment. Students spend from fifteen to twenty-five hours per week in on-the-job training for which they are paid. One-half unit of high school credit is given for the related training class and one-half unit of high school credit is given for the cooperative (OJT) training experience.

DISTRIBUTIVE EDUCATION CO-OP (DistEdSH) Des Moines, Iowa

In a small high school serving a rural/suburban community, this is a two-year program in which students learn entry-level skills for employment in sales, marketing, or merchandising jobs. In-school instruction teaches students the principles and practices of distributive occupations. Part-time employment (from fifteen to twenty-five hours per week) enables students to learn the practical skills related to these jobs and to apply the principles and practices learned in the classroom. Vocational education credit is given.

DIVERSIFIED WORK EXPERIENCE (DivWkEx) Phoenix, Arizona

This is a diversified work experience program in which students participate for one or two semesters of the tenth, eleventh, or twelth grade. The program is an alternative for those students who can not enroll in a regular co-op program. Students are selected who exhibit characteristics such as dependability, self-control, and responsibility. Participants receive pay on-the-job experience, and are given work-experience credit.

EXECUTIVE HIGH SCHOOL INTERNSHIPS (ExHiIntrn) Orlando, Florida

Seventy-five college-bound high school seniors from throughout Orange County are selected each semester to serve as executive interns in the public and private sector. Students apply for the program and are screened by one of the three program coordinators for maturity, self-motivation, and realistic goals. Students participate in a competitive interview process. They spend six hours per day four days per week at their individualized placements. Each Friday they participate in seminars dealing with personal growth, organizational management, and career decision making. Students receive the equivalent of a full semester's work in elective credits. A nine-week summer program is also offered for students entering their senior year.

EXECUTIVE HIGH SCHOOL INTERNSHIPS (ExHiIntrn) Tampa, Florida

The Executive High School Internship program provides approximately thirty students per term the opportunity to observe and participate in creative problem solving in a business-management setting. For one semester students serve as interns to business executives. They are in the business eight hours per day four days per week. On the fifth day they attend support seminars at which they study management and decision making and participate in career and life planning activities. They are treated like adult staff members and are expected to exhibit mature work habits and fluent communication skills. They receive the full semester credit for the internship but are not paid. Graduates cite gains in self-confidence and human relation skills as significant results of participation.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) Ames, Iowa

This course is designed to enable participating students to explore a wide variety of careers. It is open only to juniors. Students spend eight hours per week in a business or agency for four weeks. There they participate in on-going activities engaging in specific tasks approximate to their interests and abilities. Students attend weekly seminars. Here they are able to reflect on their experiences by comparing reactions and opportunities with fellow students. During these weekly meetings students plan with the learning coordinator a weekly assignment, which each will complete for the succeeding meeting. Elective credit is given.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) Castro Valley, California

This is an adapted Far West Model EBCE program. Juniors and seniors earn elective and academic course credits by completing contracted projects at sites throughout the community. The program is open to all students of whom many are independent, energetic learners. Students may elect either one-semester or full-year enrollment. During this time they spend fifteen hours per week at community sites completing work projects and attending seminars appropriate to their academic and career interests. Students are not paid but receive academic credit based on the nature and scope of learning outlined in their contract which is designed to meet course requirements. All participating students are enrolled in courses at the high school located across the street from their building. Many of those enrolled are also deeply involved in activities on the main campus such as student council.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) Orlando, Florida

This Far West model EBCE program is open to all juniors and seniors in Orange County. Students spend from twelve to twenty-five yours per week at their community placements depending on the number of EBCE credits (up to three) they have elected to earn. During this one-semester experience they spend an average of five weeks at each of four community sites. Site assignment

depends on the participant's career interests. Vocational elective credit is granted. Once a week these students attend a seminar conducted by the coordinator at a rotating community site.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) Tigard, Oregon

This program is a Northwest Regional Education Laboratory model of Experience-Based Career Education and operates as a full-time alternative high school. Students spend approximately twelve hours per week in community placements, in the public and private sector, learning about careers. Through a carefully prepared program, students are able to reflect on their experiences and to develop effective career interests. Students may enroll in the program for a maximum of two years, receiving academic credit.

GROUP CAREER OBSERVATION (GrpCarObs) Mesa, Arizona

In this career-observation program students visit large institutions or agencies for the purpose of career exploration. In such a visit students are able to observe many individuals carrying out their specific career roles. Through brief encounters with individual persons in these visits, students inquire about their own specific career interests and clarify perceptions they already have. There is provision through the school's curriculum, usually a specific course, for such encounters. Students receive no credit in this program.

INDIVIDUAL CAREER OBSERVATION (IndCarObs) Mesa, Arizona

This program enables students to examine at close range a specific career by spending a day with someone engaged in that career. Placements are arranged by program staff. Staff also help students reflect on their interaction with adults and the new insights gained about the career field. No school credit is given.

MEDICAL CAREERS (MedCar) Apopka, Florida

Twelve students are involved for one school year in this program designed to prepare students for entry-level medical careers and to expose them to professional careers in the medical field. Students, who are generally high achievers, rotate through a series of placements learning basic medical skills. Eventually they settle on one site based on their interest. Students are not paid but receive two vocational credits--one for related class experience and one for site experience. An active extracurricular club is an important component of this program.

OCCUPATIONAL WORK ADJUSTMENT (OcWkAdj) Columbus, Ohio

This state funded program is for junior high students who are at risk as potential dropouts or poor achievers. The program with an enrollment of about twenty-five uses paid work experience as a motivator to help youth improve their attitudes toward themselves and school. The in-school part of the program helps to make content of the curriculum meaningful and career related. Much personal counselling is provided.

OCCUPATIONAL WORK EXPERIENCE (OcWkEx) Hilliard, Ohio

For senior high youth who seem unlikely to complete school or are achieving poorly, this state funded program uses paid work experience to help youth develop greater employability skills. The work experience is also an incentive to complete high school. Instruction seeks to relate directly to the students' work experiences.

STUDENT APPRENTICESHIP (StuApprn) San Francisco, California

The Student Apprenticeship Program places academically talented students from eighteen public and private area high schools in business and professional apprenticeships in forty-one participating firms. Students are at the worksite from six to ten hours per week after school, spring semester, in return for the opportunity to work closely with business leaders or professionals. The learners' objectives are to learn new skills, to be exposed to the scope and variety of a field, to gain practical work experiences, and to determine whether a particular field suits their interests and capacities. Applicants, recruited through school staff, are interviewed and screened for enthusiasm, interest, well-rounded ability, and willingness to meet the challenges and responsibilities of apprenticeships. Most learners receive academic credit; only a few receive pay. The spring program has placed 235 students in its first four years.

TRADE AND INDUSTRIAL CO-OP (T&I-Coop) Ames, Iowa

Students spend one-half of each school day (approximately twenty hours per week) in on-the-job training during the twelfth grade. The other half of the day is spent in instruction in a trade and industry-related class and in instruction in other academic classes. Students are prepared for entry-level jobs. Vocational education credit is earned.

WORK EXPERIENCE (WorkExp) San Francisco, California

This is a magnet school for students interested in preparing for employment. Most students are transfers from San Francisco's large high schools. Of approximately 250 students in the school, 172 participate in work experience. Placement is handled by one coordinator. Students, some of whom work forty

hours per week, receive pay and credit for participation. Most are also enrolled in skill-training courses at the school, though in many cases the classroom and worksite experiences are not specifically coordinated.

WORK EXPERIENCE EDUCATION (WorkExEd) Fremont, California

The work Experience Education program at Irvington High School is designed for juniors and seniors who want to learn about the employment cycle: getting a job, keeping a job, and leaving a job. At the same time students are employed on a paid basis in one of the part-time employment situations obtained by the program coordinators. Students are placed in entry-level jobs in the private and public sector, where they usually earn minimum wages, and provide their own transportation to and from the job. Program seminars help students understand and meet employer expectations and help them solve their work-related problems. Students may remain in the program for the entire two years and earn up to forty hours of work-experience credit which count toward graduation.

Compiled by Lester Jipp, June 1980.

APPENDIX B

REVISED INSTRUMENT

APPENDIX B

REVISED INSTRUMENT
(STUDENT FORM)

REMEMBER: Read both sides of the item before you put your 10 points in the boxes. Give more points to the statement that describes your experiences better.

	Item #	
The main purpose of the program is training that helps me to develop job skills and work habits. ☐	(1)	☐ The main purpose of the program is personal development that helps me to better understand myself and my educational goals.
The major career outcome of this program is exploring possible career choices. ☐	(2)	☐ The major career outcome of this program is getting work experience so I can enter the job market.
This program helps me establish myself as a regular worker. ☐	(3)	☐ This program helps me learn more about myself and the different personal and educational goals I can achieve.
The main responsibility of the program coordinator is to help me plan and carry out experiences to meet my learning needs and interests. ☐	(4)	☐ The main responsibility of the program coordinator is to help me learn job requirements and meet employer's expectations.
I rely mostly on the opinions of experienced workers for an understanding of what I am getting out of my worksite experiences. ☐	(5)	☐ I talk a lot with peers, teachers, and others to help me get a better understanding of what my worksite experiences mean for my future plans.
When I am at the worksite, I get to choose a lot of the activities I do. ☐	(6)	☐ When I am at the worksite, almost all my work is what the supervisor tells me to do.
When I am at the worksite, I spend most of the time observing and trying out a variety of jobs and occupations. ☐	(7)	☐ When I am at the worksite, I am working at one specific job or occupation.
My role at the worksite is that of an employee--people expect me to be there to do my job. ☐	(8)	☐ My role at the worksite is that of a learner--I learn by observing and assisting others with their work.
My worksite supervisor relates to me as an employer, telling me what to do and checking to make sure I do it right. ☐	(9)	☐ My worksite supervisor relates to me more as a friend than an employer, helping me with learning activities and career planning.

CHECK: The points in each set of boxes should add up to 10 or less. *Revised 11/30/80, R.J. Miguel*

NOTE TO READER: Statements on the left are normative for items 1, 3, 5, 8, 9 and personalistic for 2, 4, 6, 7. Statements on the right are the opposite. For example: normative (1) personalistic
personalistic (2) normative

Revised Instrument (Student Form)--continued

Please answer the following questions about your program experiences at the worksite.

1. A good employer/sponsor should . . . check two

__ give me interesting and challenging responsibilities

__ be clear in telling me what to do and how to do it

__ have the workplace under control

__ take time to give me helpful advice

__ answer questions well

2. Please rate the value of your workplace-based experience. check one

__ one of the most valuable learning experiences I have had

__ a very worthwhile experience

__ it has been OK

__ frustrating

__ a waste of time

3. Which statement best describes your satisfaction with your worksite experience? check one

__ I am satisfied because it is well organized--people explain clearly what I am supposed to do

__ I am dissatisfied because nothing is planned for me. I'm often on my own and not sure what I am supposed to do

__ I am satisfied because it is flexible and I have some freedom to plan my activities

__ I am dissatisfied because it is too strict and structured. I have little freedom or flexibility

__ Other (Please explain) I am _____

---

4. The two best things I get from this community work experience are . . . check two

__ getting work experience

__ getting some career direction

__ being treated as an adult

__ organizing my own learning projects

__ learning a skill

__ the salary

__ learning to be reliable and responsible

Source: The items on this page were designed by Louise E. Wasson of the National Center for Research in Vocational Education for another study. The author wishes to express appreciation to her for their inclusion in this study.

Revised Instrument (Student Form)--continued

Please answer the following questions about yourself. Check the answers that apply to you or fill in the blanks. Make sure your answers are as complete and accurate as possible.

1. What is your age?

   __12 __13 __14 __15 __16 __17 __18 __19 __20

2. What is your sex?

   __ Male __ Female

3. What is your overall grade point average for this school year?

   __A __B __C __D __F

   If you use a different grading system, what is your average for the year?

   My overall average for grades is _____ on a scale of _____.

4. On the average how many hours a week do you spend at the worksite?

   _____ hours a week

5. How many weeks have you been in this program?

   _____ weeks

6. Are you paid for the work-related experiences of your program?

   __Yes __No __No, but I do get paid for working extra hours.

7. Does your school give credits for your program experiences?

   __Yes __No

8. What is your father's occupation?

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*USGPO: 1981 — 758-372/80

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